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ABSTRACT

Use of the Myers-Briggs Type Indicator (MBTI) in placing students with seminar leaders in an undergraduate childhood education course was investigated. Eight null hypotheses were tested individually for six areas of student perception: perception of self-in-general; self-as-teacher; self-related-to-others; others; the Childhood Education Program; and self-ratings as teachers. Students were assigned randomly to seminars, with those who had not previously taken the MBTI being required to do so. At the end of the academic year, a self-report inventory was administered to all students and their seminar leaders. Data are interpreted for each of the hypothesis tests, and their support or rejection of each of the null hypotheses is presented. Results seemed to indicate that: the difference between leaders' and students' scores (signed distance) on each of the four MBTI continua seemed to be more productive and consistent than the absolute differences; the judging-perceptive continuum of the MBTI, when used with signed distance, appears to offer information that would be helpful in placing students with seminar leaders; and MBTI data may be helpful in hiring seminar leaders. (MJB)

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A STUDY OF THE POSSIBILITY OF USING THE MBTI TO PLACE STUDENTS WITH SEMINAR LEADERS IN C.E.P. IV

The department of General Teacher Education at the University of Florida operates three self autonomous teams in the area of Elementary Education and one in Early Childhood Education. Each of these Childhood Education Program (CEP) teams is made up of 14 faculty positions and 120 students. CEP IV is one of these teams.

Each term approximately 25 new students enter CEP IV. These students are each assigned to one of four seminar leaders on a basis of random selection. Once assigned, the seminar leader plays a very important role as the one faculty member to work with the student over a period of approximately two years.

The purpose of this study was to investigate the feasibility of using the four personality continua from the Myers-Briggs Type Indicator to assign students to seminar leaders. This represents only the first step and is a study of the relationship between the distance of students and their seminar leaders on each of the four Myers-Briggs Continua, and the students' self reports of how they perceive themselves, others, the CEP program, and teaching.

Definitions: For the purpose of this study, certain terms were operationally defined.

ABSOLUTE DISTANCE was the absolute difference between each student's score and the student's seminar leader's score on each of the four Myers-Briggs Type Indicators personality continuum. For example, students' and their seminar leader's scores and absolute distances are listed below.

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	Score	Absolute Distance
Student A	133	31
Student B	71	31
Student C	87	15
Seminar Leader	102	

SIGNED DISTANCE was the signed difference obtained by subtracting the seminar leader's score from the student's score on each of the four Myers-Briggs Type Indicator Personality Continuum.

	Score	Signal Distance
Student A	133	+31
Student B	71	-31
Student C	87	-15
Seminar Leader	102	

STUDENT PERCEPTION OF SELF IN GENERAL, SELF AS TEACHER, SELF RELATED OTHERS, OTHERS, THE CEP PROGRAM and SELF RATING AS TEACHER are scores to the parts of the "Self Report Inventory" which was modified by W.W. Purkey and B.L. Siegel from A.W. Combs' "Self Concept Inference Scale." The "Self Report Inventory" is included at the end of this paper. The scores from this instrument represent perception of students which should be improved by "good" seminar experiences.

CONTINUOUS SCORES on the four Myers-Briggs Continua were provided in the print-out of MBTI data for each of the participants of this study. Table one explains these scores.

TABLE - 1 Continuous Myers-Briggs Scores

M.B. Symbol	M.B. Continuum	Under 100	Over 100
E-I	Extraversion-Introversion	Extraversion	Introversion
S-N	Sensing-Intuition	Sensing	Intuition
T-F	Thinking-Feeling	Thinking	Feeling
J-P	Judging-Perceptive	Judging	Perceptive

The following null hypotheses were tested:

1. There is no relationship between the absolute distance of students and their seminar leaders on the Myers-Briggs Extraversion-Introversion Continuum and the students' perceptions of self in general, as teacher, self related to others, others, the CEP program, and self rating as teacher
2. There is no relationship between the absolute distance of the students and their seminar leaders on the Myers-Briggs Sensing-Intuition Continuum, and the students' perceptions of self in general, self as teacher, self related to others, others, the CEP program, and self rating as teacher.
3. There is no relationship between the absolute distance of the students and their seminar leaders on the Myers-Briggs Thinking-Feeling Continuum and the students' perceptions of self in general, self as teacher, self related others, others, the CEP program, and self rating as teacher.
4. There is no relationship between the absolute distance of the students and their seminar leaders on the Myers-Briggs Judging-Perceptive Continuum and the students' perceptions, self in general, self as teacher, self related to others, the CEP program, and self rating as teacher.
5. There is no relationship between the signed distance of the students and their seminar leaders on the Myers-Briggs Extraversion-Introversion Continuum, and the students' perceptions of self in general, self as teacher, self related to others, others, the CEP program, and self rating as teacher.

6. There is no relationship between the signed distance of the students and their seminar leaders on the Myers-Briggs Sensing-Intuition Continuum, and the students' perceptions of self in general, self as teacher, self related to others, others, the CEP program, and self rating as teacher.

7. There is no relationship between the signed distance of the students and their seminar leaders on the Myers-Briggs Thinking-Feeling Continuum, and the students' perceptions of self in general, self as teacher, self related to others, others, the CEP program, and self rating as teacher.

8. There is no relationship between the signed distance of students and their seminar leaders on the Myers-Briggs Judging-Perceptive Continuum, and the students' perceptions of self in general, self as teacher, self related to others, others, the CEP program, and self rating as teacher.

The above null hypotheses were each tested individually with each of the six areas of student perception. In reality, this meant the testing of 48 hypotheses.

PROCEDURE: Students were assigned to seminars in a random manner. All new students who had not previously taken the MBTI were required to do so. At the end of the academic year, the Self Report Inventory was administered to all students. The population for this study consisted of the 77 students who had taken the MBTI during this time and four seminar leaders.

RESULTS OF THE STUDY: For the purpose of reporting the results of this study the four seminars and four seminar leaders will be distinguished by use of numerals 1, 2, 3, and 4. Seminar Leaders' scores on the four Myers-Briggs Continua are listed in table two.

TABLE 2

Seminar Leaders' Scores on the Myers-Briggs Continua

Seminar Leader	E-I	S-N	T-F	J-P	MB Type
1	85	135	111	109	ENFP
2	85	137	91	121	ENTP
3	139	133	135	101	INFP
4	97	145	71	133	ENTP

Means of students' scores on the four Myers-Briggs Continua are given in table three.

TABLE 3

Means of Students' Scores of the Myers-Briggs Continua

Seminar	N	E-1	S-N	T-F	J-P
1	14	85.71	97.57	122.21	90.71
2	16	87.75	96.50	122.25	100.50
3	28	94.36	90.21	115.43	97.07
4	19	94.05	98.26	112.16	93.53
Total	77	91.34	94.84	117.26	95.75

Possible scores on each part of the "Self Report Inventory" were from a possible low of five to a possible high of 30 except for the self rating as teacher which was from a possible low of one to a possible high of ten. Means of students' scores on the six parts of the "Self Report Inventory" are given in table four.

TABLE 4

Means of Students' Scores on the Parts of the Self Report Inventory

Seminar	N	Self in General	Self as Teacher	Self Related to Others	Others	CEP Prog.	Self Rating as Teacher
1	14	25.07	24.86	24.29	23.93	24.64	6.92
2	16	26.13	27.94	26.44	24.69	23.06	6.78
3	28	26.14	25.21	25.07	22.54	20.07	6.63
4	19	23.68	25.32	25.74	24.32	21.00	6.50
Total	77	25.34	25.74	25.38	23.68	21.75	6.68

Correlation coeffcients were computed to show the relationships between the students' perceptions and the absolute distance of students and their seminar leaders on the four Myers-Briggs Continua. These results are shown in table five.

TABLE 5

Correlations Between Students' Perceptions and Absolute Distance from Seminar Leaders

Students' Perceptions	E-I	S-N	T-F	J-P
Self in General	.169^{ns}	-.074^{ns}	.111^{ns}	-.245*
Self as Teacher	.279*	-.117^{ns}	-.099^{ns}	.132^{ns}
Self Related to Others	.152^{ns}	-.110^{ns}	-.001^{ns}	-.007^{ns}
Others	.118^{ns}	-.095^{ns}	.099^{ns}	.357**
CEP Program	-.219^{ns}	-.191^{ns}	-.220^{ns}	-.065^{ns}
Self Rating as Teacher	.025^{ns}	.162^{ns}	.021^{ns}	.063^{ns}

ns-not significant
* -significant at the .05 level
**-significant at the .01 level

Null hypotheses 1-4 were accepted in all cases except as noted below.

1. Null hypothesis number one would be rejected in the case of the relationship between the absolute distance of students and their seminar leaders on the Myers-Briggs Extraversion-Introversion Continuum and the students' perceptions of self as teacher. In this case, a positive relationship was shown at the five per cent level of significance. This relationship shows that the farther apart the students and their seminar leaders are on the Myers-Briggs E-I scale, the higher the students' perceptions of self as teacher.
2. Null hypothesis number four would be rejected in the two cases listed below:
   a. The relationship between the absolute distance of students and their seminar leaders on the Myers-Briggs Judging-Perceptive Continuum and the students' perceptions of self in general was shown to be a negative relationship at the five per cent level of significance. This relationship shows that the closer together the students and their seminar leaders are on the Myers-Briggs J-P scale, the higher the students' perceptions of self in general.

b. The relationship between the absolute distance of students and their seminar leaders on the Myers-Briggs Judging-Perceptive Continuum and students' perceptions of others was shown to be a positive relationship at the one per cent level of significance. This relationship shows that the farther apart the students and seminar leaders are on the Myers-Briggs J-P scale, the higher the students' perception of others.

Correlation coefficients were computed to show the relationships between the students' perceptions and the signed distance of students and their seminar leaders on the four Myers-Briggs continua. These results are shown in table six.

TABLE - 6

Correlations Between Students Perceptions and Signed Distance from Seminar Leaders

Students Perceptions	E-T	S-N	T-F	J-P
Self in General	$-.183^{ns}$	$.078^{ns}$	$-.128^{ns}$	$.473^{***}$
Self as Teacher	$-.183^{ns}$	$.117^{ns}$	$-.124^{ns}$	$.266^{*}$
Self Related to Others	$-.167^{ns}$	$.109^{ns}$	$.046^{ns}$	$.365^{***}$
Others	$-.110^{ns}$	$.100^{ns}$	$.012^{ns}$	$.059^{ns}$
CEP Program	$.257^{*}$	$.184^{ns}$	$-.013^{ns}$	$.315^{**}$
Self Rating as Teacher	$-.057^{ns}$	$-.181^{ns}$	.013	$.104^{ns}$

ns - Not significant

* - Significant at the .05 level

** - Significant at the .01 level

*** - Significant at the .001 level

Null hypotheses 5-7 were accepted in all cases except one. Null hypothesis number 8 was accepted in two cases and rejected in four. All of the cases where the null hypotheses were rejected were because of a positive relationship. A positive relationship is one where there is a relationship

between high signed distances and high scores on the perception instrument and likewise, a relationship between low signed distances (negative) and low scores on the perception instrument. These significant relationships are noted below.

1. There was a positive relationship between the signed distance of students and their seminar leaders and the students' perceptions of the CEP program. This relationship is at the five percent level of significance.
2. There were positive relationships between the signed distance of students and their seminar leaders on the Myers-Briggs Judging-Perceptive Continuum and the students' perceptions as listed below:
   a. Self in general (significant at the one tenth of a percent level)
   b. Self as teacher (significant at the five percent level)
   c. Self related to others (significant at the one tenth of a percent level)
   d. The CEP program (significant at the one percent level)

CONCLUSIONS: This study shows the need for more research in this area. Particularly needed is research including more than four seminar leaders and including seminar leaders to represent both sides of the four continua. The fact that no seminar leader was sensing type or judging type, greatly limits the confidence which can be put into these results.

The results of this study do seem to indicate the following:

1. Signed distance seems more likely to be productive and consistant than absolute distance.
2. The Myers-Briggs Judging-Perceptive Continuum used with signed distance would appear to offer information which would be helpful in placing students with seminar leaders.

3. Myers-Briggs data may be helpful in hiring seminar leaders.

4. As indicated before, more research is needed.

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The numbers on this copy show how this instrument was scored. They were not on the copies used by the students.

SELF REPORT INVENTORY

Student's Name_____ CEP_____

Seminar Leader_____ Date_____

This scale will be used in evaluating some aspects of the CEP Program. Think carefully about the choices and their meaning before answering. Please answer honestly and carefully as possible so that an accurate picture of the program and its effects can be determined.

Directions:

Between each pair of words there are five numbered spaces. Please place an "X" in the appropriate space to show how you feel. The numbers should not be considered significant in your considerations.

There are no right or wrong answers, so you should give your first impression whenever possible.

HOW I SEE MYSELF IN GENERAL

Adequate	___	___	___	___	___	Inadequate
	5	4	3	2	1	
Unable	___	___	___	___	___	Able
	1	2	3	4	5	
Trustworthy	___	___	___	___	___	Not trustworthy
	5	4	3	2	1	
Unattractive	___	___	___	___	___	Attractive
	1	2	3	4	5	
Open to new experience	___	___	___	___	___	Fearful of new experiences
	5	4	3	2	1	
Unhappy	___	___	___	___	___	Happy
	1	2	3	4	5	

*This scale is a modification of the Teacher Self-Report Inventory modified from A.W. Combs Self-Concept Inference Scale. Teacher Self-Report Inventory modified by W.W. Purkey and B.L. Siegel.

HOW I SEE MYSELF AS TEACHER

Not flexible	___	___	___	___	___	Flexible
	1	2	3	4	5	
Fair	___	___	___	___	___	Unfair
	5	4	3	2	1	
Incapable	___	___	___	___	___	Capable
	1	2	3	4	5	
Sensitive	___	___	___	___	___	Insensitive
	5	4	3	2	1	
Not effective	___	___	___	___	___	Effective
	1	2	3	4	5	
Cooperative	___	___	___	___	___	Uncooperative
	5	4	3	2	1	

HOW I SEE MYSELF AS I RELATE TO OTHERS

Friendly	___	___	___	___	___	Unfriendly
	5	4	3	2	1	
Dishonest	___	___	___	___	___	Honest
	1	2	3	4	5	
Important	___	___	___	___	___	Unimportant
	5	4	3	2	1	
Unliked	___	___	___	___	___	Liked
	1	2	3	4	5	
Close	___	___	___	___	___	Distant
	5	4	3	2	1	
Not trusting	___	___	___	___	___	Trusting
	1	2	3	4	5	

HOW I SEE OTHERS

Friendly	___	___	___	___	___	Unfriendly
	5	4	3	2	1	
Incapable	___	___	___	___	___	Capable
	1	2	3	4	5	
Trustworthy	___	___	___	___	___	Not trustworthy
	5	4	3	2	1	
Hindering	___	___	___	___	___	Helpful
	1	2	3	4	5	
Tolerant	___	___	___	___	___	Intolerant
	5	4	3	2	1	
Unhappy	___	___	___	___	___	Happy
	1	2	3	4	5	

HOW I SEE THE CEP PROGRAM

Satisfying	___	___	___	___	___	Not satisfying
	5	4	3	2	1	
Unimportant	___	___	___	___	___	Important
	1	2	3	4	5	
Exciting	___	___	___	___	___	Boring
	5	4	3	2	1	
Structure is hindering	___	___	___	___	___	Structure is helpful
	1	2	3	4	5	
Helpful	___	___	___	___	___	Hindering
	5	4	3	2	1	
Impersonal	___	___	___	___	___	Personalized
	1	2	3	4	5	

SELF ANCHORING SCALE

We are attempting to find out the personal qualities and characteristics of good and poor teachers from your point of view.

First, imagine the personal qualities and characteristics that you would find in the very best teacher. Briefly list those imagined qualities and characteristics.

Second, imagine the personal qualities and characteristics that you would find in the very worst teacher. Briefly list those imagined personal qualities and characteristics.

TEACHER RATING SCALE

The very best teacher for you would be at the top of the ladder.

The very worst teacher for you would be at the bottom of the ladder.

Please circle the number that best represents the level that you feel best describes you as a teacher right now.